Learning Conversation Notes	
Name of Partner: Chana High School	Date:
Teen Parent Program	02-17-2005
Number of Children Served:	Ages: 0 yr (10), 1 yr (6), 2 yr (4),
10 Children Served through the Child	3 yr (3), 4 yr (1)
Development Center	
14 Children Served indirectly through their	
parent's participation in the Adult Ed.	
Program	
When Served:	Gender: M - 7 Ethnicity: 17 C
July 04 to Present	F – 17 6 Hispanic
	1 A. Amer.

Conversation Participants:

Amy Gonnella, Blanca Castro – Commissioner, Rebecda Littlejohn, Kathleen Sutphen, Theresa Leal, Cathy Farrow, Joyce Lognion, Laura Barhydt, Francine Nunes, Joanne Evans, Don Ferretti, Nancy Baggett, Mike Romero, Heidi Kolbe – Facilitator

Outcomes:

- 1. Children 0-5 of pregnant and parenting teens and young adults served by Chana's parenting program are supported with education, development opportunities and parenting skills resulting in children who are healthy and meeting appropriate developmental milestones
- 2. Non First 5 funding will exist and be used to reduce by 25% the First 5 funds needed for staff salaries in fiscal year 05-06

Performance Measures:

- 1. Demographics (number of 0-5 served by gender, age, ethnicity and when services were provided)
- 2. Parent's completion of graduation/GED/CHSPE
- 3. Placer Outcome Screens (early childhood & adult)
- 4. Pre/Post Surveys and Adolescent Adult & Parenting Inventory with teen parents
- 5. Anecdotal stories and pictures
- 6. Ages & Stages Questionnaire
- 7. The amount of non First 5 funds actually received and applied to Young Adult Parent Program staff salaries and outreach in fiscal year 05-06

What is this data telling us about achievement of outcomes?

- 1. Serve more female than male babies
- 2. Most children are in 0-1 age range
- 3. Five mothers have graduated and projecting nine more graduates
- 4. 6-8 screens of 24 who attend regularly
- 5. Screen is scored on the child, completed by the administrator
- 6. Utilizing childcare for some adult school attendees is low or not used
- 7. Most of daily attendees are parents living with their parents
- 8. No children are living in homes considered an at risk environment
- 9. Outcome screens may vary by screener. 5's may really be 4's due to assistance provided, or new screens
- 10. We are teaching parent to advocate for their own children
- 11. Environmental hazard scores are lower mostly die to tobacco use
- 12. Support system of parents may bring in other hazards (for example, smoking)
- 13. Majority of children living in a safe and stable environment are affected by parent/grandparent relationship

What is this data telling us about achievement of outcomes? (Con't)

- 14. Primary rating is based on stable and nurturing environment for indicator 11
- 15. We are referring adult ed parents to Early Head Start for home visit
- 16. Based on ASQ surveys, all the children are meeting their developmental milestones
- 17. High risk learning environment is more indicative of the adult ed student
- 18. Parents are sometimes confident they can foster their child's development
- 19. None of these children currently seem to be at risk
- 20. Children attending the Chana program are meeting developmental milestones
- 21. Staff has reduced the number of days working
- 22. Investigating grant funding through Title XX
- 23. United Auburn Indian Foundation for grant funding
- 24. Consider Sierra Health Foundation for funding
- 25. Unable to secure Sutter Health grants
- 26. We have received some federal childcare grants (apprx. \$5000)

In what ways will we apply what we have learned from our data?

- 1. When young parents live with their parents, the children are more successful
- 2. Approximately 12-16 parents are living in stable environments with support
- 3. We are successful because we are able to get these parents to school and to doctors when needed
- 4. Many parents give the appearance of being self-sufficient when they enter the program
- 5. As parents enter the program, the grandparents are able to step back
- 6. We cook meals for the children because of poor menu choices offered at school
- 7. We are partnering with Early Head Start to provide a positive learning environment for the children
- 8. We need to think about way to motivate the parents to bring their children to adult
- 9. Incentives help to bring adult ed parents to meeting and to bring their children to attend the child development center
- 10. Parents are encouraged to work in the childcare center for coaching from the dhild development staff
- 11. We may need to investigate why the adult school parent may not want to bring the child to the child development center
- 12. Bring the parenting class to the children of the adult ed program
- 13. Earn credit while doing parenting in the adult ed program
- 14. ASQ has been a good learning tool for the child and it also helps to educate the parents
- 15. Consider using ASQ in the adult class

Other points that were made during the conversation:

- 1. Instructed to rate new screens as 5's due to lack of options
- 2. Interesting to see post screens for environmental hazards
- 3. Teen parents need to be taught to let the child learn for themselves
- 4. Parents are in the class at least once a day
- 5. Children are being exposed to music and art activities with focus on the interest of the individual child at the moment
- 6. Chana provides parenting classes to educate the parents
- 7. Keeping the language simple for the parents helps them to understand the concepts of learning and teaching their children
- 8. Consider changing the frame of reference away from daycare to playgroup
- 9. Outcome screen forms can be modified to reflect accurate information
- 10. Have staff meeting to complete outcome screens
- 11. ASQ scores reinforce the other data that these children are in nurturing environments
- 12. Modeling behavior is an important part of this program
- 13. Further develop Early Head Start partnership

Next Steps:

- 1. Break out teen data from adult data to see how the teen are really developing
- 2. Establish a consistent criteria for completing the screens
- 3. Consider completing the screens as a group
- 4. Address issues of bilingual students